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## Faculty Formative Self-Reflection Tools and Best Practices

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# Faculty formative self-reflection tools and best practices

“We do not learn from experience... we learn from reflecting on experience.”

[John Dewey](#)

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# Session Objectives

The participants will be able to:

- Identify Formative Self-Reflection Guide components.
- Discuss best practices and strategies of formative self-reflection.
- Collaborate with peers to develop questions for the Guide.
- Evaluate various methods for formative self-reflection.
- Debate pros and cons of formative self-reflection mediums.



# Introduction to Formative Self-Reflection Guide

What is it?

- It is a framework that guides faculty to create an action plan that addresses areas of concern before they become an issue for students.
  - Ongoing reflection DURING the course
  - Measurable and observable
  - Topic specific



# Formative Reflection Guide

Date: \_\_\_\_\_

Course Name:		Prepared By:
Purpose/Goal of Reflection:		
Reflection Method: What: When: Where:		
Reflection Medium: Data Collection: Data Organization:		
Required Materials:		
Questions for Student Feedback: 1. 2. 3. 4.		
Synthesis of Data (Summarize any pertinent feedback themes and overall student experiences from data collected):		
Action Plan (How was feedback addressed in class and what were the outcomes):		



# Benefits for Students

- Clarify course content
- Encourage teamwork between students and instructor
- Practice effective peer reviewer techniques
- Analyze topics critically
- Promote lifelong learning skills
- Motivate students to learn

(Nagda, Gurin, & Lopez, 2003; Youssef, 2011; Yumuk, 2002)





# Benefits for Faculty and Faculty Developers

- Provide an action plan framework
- Improve curriculum through timely assessment
- Address preventable issues before they become a problem
- Develop student-instructor bond
- Increase instructor effectiveness



(Baylor & Kitsantas, 2005; Centra, 1993; Jaeger, 2013; Svinicki, 2001)



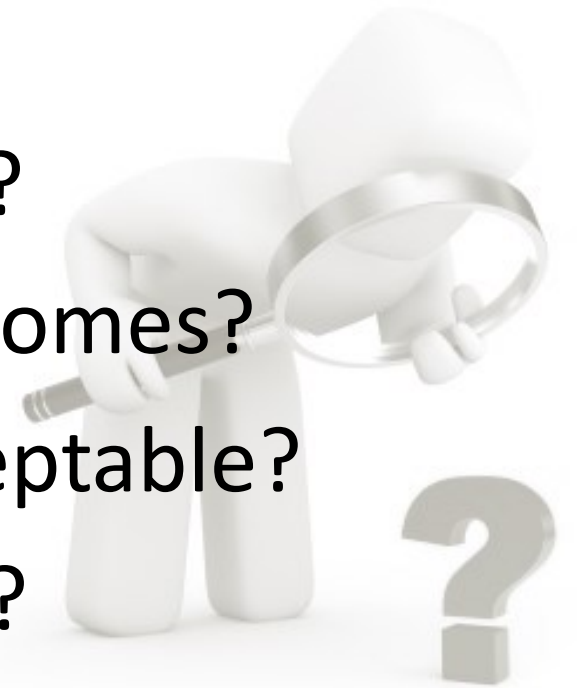
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# Formative Self-Reflection Guide Goals

## What do you want to know?

- What prior knowledge do my students have?
- Are the students achieving the learning outcomes?
- Is the new textbook/course/technology acceptable?
- Are my lectures and presentations engaging?





# Feedback Goal Examples

## Curriculum Feedback

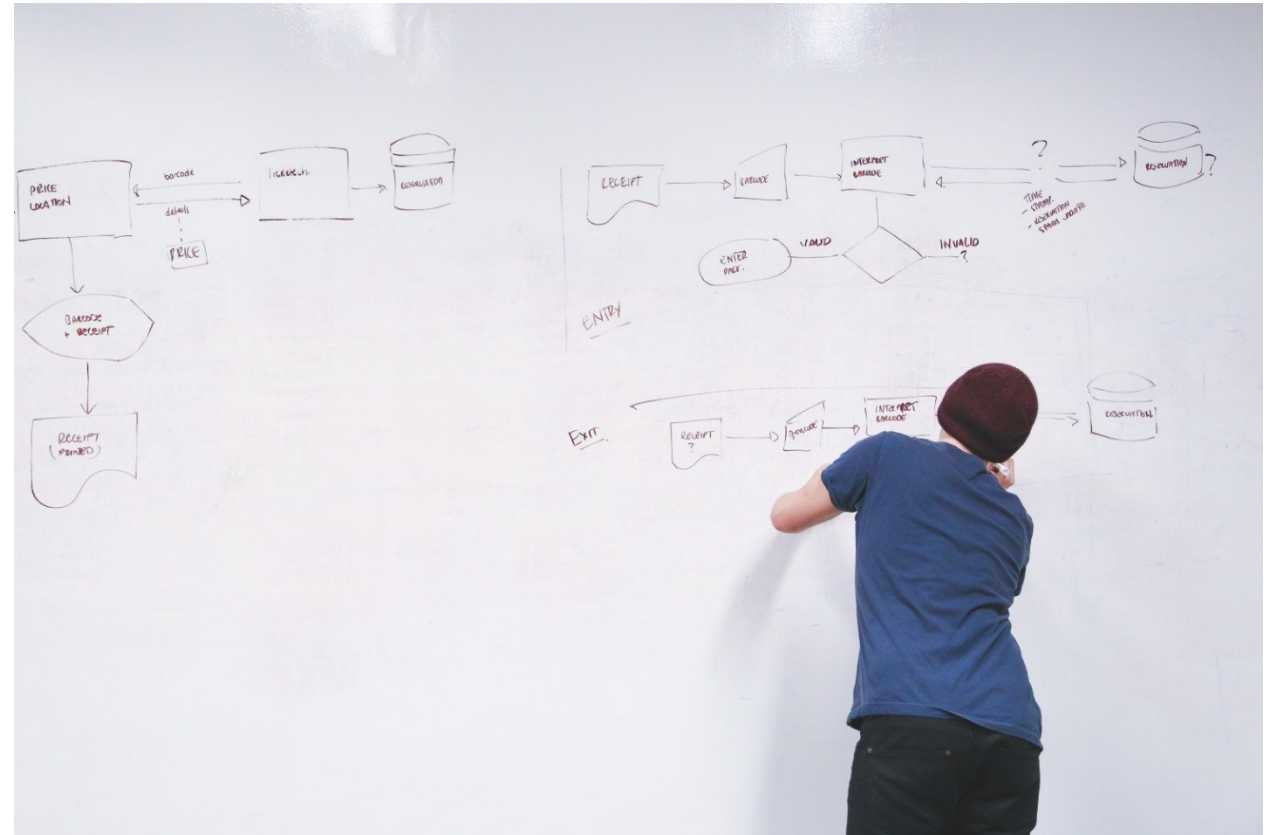
- Methods
- Course Material
- Assessments



# Feedback Goal Examples

# Teaching Style Feedback

- Clear instructions
- Engaging speaker
- Presentation style



# Methods



Is the method of reflection easy to use?

- Accessible, streamlined
- Adequate time to prepare
- Clear instructions
- Student feels confident completing task
- Solutions provided



# Feedback Methods Best Practices

- Written response
  - Open-ended questions
  - Likert-scale survey
  - Learning journals
  - One-minute papers/Letter to myself activity
  - Group peer review activity
- Informal conversations
  - Synchronous/asynchronous class discussion
    - End of class, module, lesson, week



(Nagda, Gurin, & Lopez, 2003; Youssef, 2011; Yumuk, 2002)





# Feedback Medium Best Practices

- Data Collection
  - Online: SurveyMonkey, Qualtrics, Poll Everywhere
  - In Class: Written papers, questionnaires, journals
  - Group Work: Peer review activity
- Data Organization
  - Software Products
    - OneNote, Excel, Word, WordPad
    - SurveyMonkey, Qualtrics, Poll Everywhere
  - File folders with color coded labels



# OneNote as a Organizational Tool

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CF - Lectures

CF - Discussions

CF - Homework

CF - Group Work

CF - Assessments

CF - Course Content

TSF - Instructions

TSF - Presentation Style

TSF - Modeling

TSF - Feedback

## CF - Lectures

Monday, November 02, 2015 1:20 PM

CF = curriculum feedback

Questions regarding lecture content -

What do I want to know about the lecture content?

1. Is lecture structured and organized well?
2. Is it aligned with objective?
3. Is it effective?

How do I phrase the question to get the best answer from my students?

1. Does the lecture keep your attention?
2. Should the lecture be longer or shorter?
3. Is the material covered in the lecture a repeat of the textbook?
4. Do you think the lecture is necessary?
5. Is there anything else you would like to see in addition to or in place of the lecture?  
What is it and why?





# Implementation Strategies

## Prepare students for classroom feedback

- ▶ Discuss student feedback and instructor feedback
- ▶ Provide instructions and expectations
- ▶ Model examples of good feedback
- ▶ Allot adequate class time for feedback activity
- ▶ Let students know that **ALL** feedback comments will be addressed in class
  - ▶ Unless the student specifically asks to speak to you in private, of course.

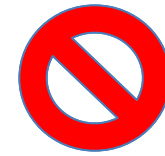


# Feedback Examples for Students



## Say this

- The instructor got off topic three times on Monday. This is not productive.
- Perhaps the instructor could write the day's topics on the board so he doesn't get off track.



## Not this

- The instructor is confused. I think he has dementia. You know, that old person disease.
- The instructor is too old. Maybe he should think about retiring.



# Question Examples

Youssef (2012) stated the following:

1. What is the most important thing you learned during this class?
2. What important question remains unanswered?
3. What are your comments on how the material was presented and how the class was conducted today?
4. Based on your comments in question #3, do you have any suggestions for improvement? (p. 246).



# Instructor Plan of Action

Type of Feedback	Competent	Needs Improvement	Action	Time Frame
Curriculum Feedback	Syllabus, objectives	PowerPoint presentations need references	Edit PP to include textbook and article references	One week – 11/14/15
Teaching Style Feedback	Good presentation style, eye contact, moves about the room	Examples are confusing or outdated	Ask past students, who received an A or above, permission to use their example in your course	Two weeks – 11/21/15



# Collaborate

- Divide into groups of 3 to 5
  - Write two to three reflection questions
    - Include course and goal/objective for feedback
    - Identify medium and methods used
  - Write questions on flip chart paper and hang on wall



# Collaborate

## Walk-About

- When complete, review other groups' questions
- Use sticky pads to write comments about questions
- Discuss





# Pros and Cons Discussion



Pros to gathering feedback:

- See progression
- What else?

Cons to gathering feedback:

- Takes time to set up and implement
- What else?



# Discussion

- Would you use certain methods for humanities or STEM classes?  
Why?
- What responses do you expect to receive from your students?
- How would you react to negative feedback from a student?
- What would you be willing, or not willing, to adjust in your lesson plans and why?



# Develop your own Formative Self-Reflection Guide

- Make sure to think about your goals for reflection.
- Think of this guide as a fluid document that will grow with you.
- Keep all copies of your guide to reflect on them after a year or more.
- Develop action plans to address feedback within reasonable time frames.



# Exit Cards

Thank you for participating. We have five minutes left.  
Please fill out the exit cards so I can improve!



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